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ABSTRACT

This final report on an international conference of nine high population developing countries on education for all (EFA) begins with a declaration of goals by the representatives of each of the nine nations represented. Participating nations were Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan. After a scene setting discussion at the beginning of a pre-summit session when delegates considered the analysis and synthesis paper prepared by United Nations Education, Scientific and Cultural Organization (UNESCO), they spent the rest of the three day conference taking part in four panel discussions that centered on the main themes of the forthcoming Delhi Declaration with which the document opened. Before the conference, delegates had been presented with background papers on the themes that were enlarged upon by panelists from the United Nations agencies and representatives and ministers of the 9 states. The panel topics were: (1) mobilization, people's participation and decentralization for Education For All (EFA) (United Nations Children's Fund (UNICEF)); (2) external and internal financial resources for EFA (India); (3) girls' and women's education, women's empowerment, and population issues (United Nations Population Fund (UNFPA)); and (4) education and society (UNESCO). A special panel was convened by the host country for the large Indian contingent to take advantage of discussions with eminent guests that was based on the new initiative, the District Primary Education Programme. The 9 countries agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. Appendices include a detailed program and a list of participants. (DK)

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Final Report

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Education for All Summit

of

Nine High-Population Countries

New Delhi, 12-16 December 1993

Final Report

Prepared by an editorial group
under the direction of Dr Chitra Naik

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The Delhi Declaration

1. WE, the leaders of nine high-population developing nations of the world, hereby reaffirm our commitment to pursue with utmost zeal and determination the goals set in 1990 by the World Conference on Education for All and the World Summit on Children, to meet the basic learning needs of all our people by making primary education universal and expanding learning opportunities for children, youth and adults. We do so in full awareness that our countries contain more than half of the world's people and that the success of our efforts is crucial to the achievement of the global goal of education for all.

2. WE recognize that:

2.1 the aspirations and development goals of our countries can be fulfilled only by assuring education to all our people, a right promised both in the Universal Declaration of Human Rights and in the constitutions and law of each of our countries;

2.2 education is the pre-eminent means for promoting universal human values, the quality of human resources, and respect for cultural diversity;

2.3 the education systems in our countries have made great strides in offering education to substantial numbers, and yet have not fully succeeded in providing quality education to all of our people, indicating the need for developing creative approaches, both within and outside the formal systems;

2.4 the content and methods of education must be developed to serve the basic learning needs of individuals and societies, to empower them to address their most pressing problems -combating poverty, raising productivity, improving living conditions, and protecting the environment- and to enable them to play their rightful role in building democratic societies and enriching cultural heritage;

2.5 successful education programmes require complementary and convergent actions on adequate nutrition, effective health care and appropriate care and development of the young child, in the context of the role of the family and the community;

2.6 the education and empowerment of girls and women are important goals in themselves and are key factors in contributing to social development, well-being and education of present and future generations, and the expansion of the choices available to women for the development of their full potential;

2.7 the pressure of population growth has seriously strained the capacity of education systems and impeded needed reforms and improvements; moreover, given the age structure of the populations in our countries, it will continue to do so throughout the coming decade; and

2.8 education is, and must be, a societal responsibility, encompassing governments, families, communities and non-governmental organizations alike; it requires the commitment and participation of all, in a grand alliance that transcends diverse opinions and political positions.

3. CONSCIOUS of the vital role that education must play in the development of our societies, we hereby pledge that, by the year 2000 or at the earliest possible moment:

3.1 we will ensure a place for every child in a school or appropriate education programme according to his or her capabilities, in order that no child be deprived of education for lack of a teacher, learning materials, or adequate space; we pledge this in fulfilment of our commitment under the Convention of the Rights of the Child, which we have ratified;

3.2 we will consolidate efforts towards the basic education of youth and adults from public and private sources, improving and expanding our literacy and adult education programmes within the context of an integrated strategy of basic education for all our people;

3.3 we will eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic and linguistic differences, and geographic remoteness;

3.4 we will improve the quality and relevance of basic education programmes by intensifying efforts to improve the status, training and conditions of teachers, to improve learning contents and materials and to carry out other necessary reforms of our education systems;

3.5 we will, in all of our actions, accord to human development the highest priority at national and other levels, ensuring that a growing share of national and community resources is dedicated to basic education, and improving the management of existing resources for education; and

3.6 we will rally all sectors of our society towards education for all, as we hereby endorse the Framework for Action accompanying this Declaration and undertake to review our progress at the national level and to share our experiences among ourselves and with the global community.

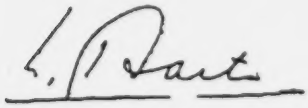
1. WE therefore call upon:

1.1 international collaborators to raise substantially their support for our efforts to expand our national capacities for expanding and improving basic education services;

1.2 international financial institutions, in the context of structural adjustments, to recognize education as a critical investment without imposing pre-determined ceilings on such investments, and to promote an international environment to enable countries to sustain their socio-economic development; and

1.3 the community of nations to join with us in reaffirming the commitment to the goal of education for all and in intensifying their efforts to achieve it by the year 2000 or at the earliest possible moment.

In accord with the approval by acclamation at New Delhi on this 16th day of December 1993, and in witness of our pledge and commitment, we have individually affixed our signatures to this Declaration.



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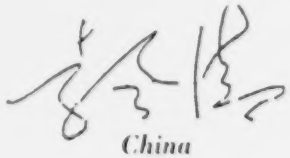

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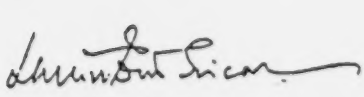

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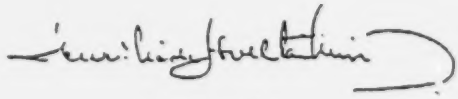

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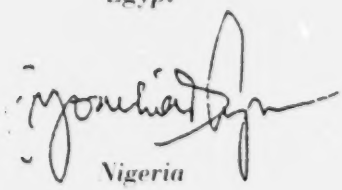

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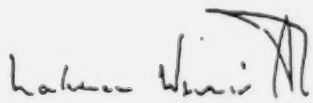

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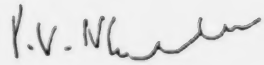

India

Why They Were There

"If we do not invest all our resources of energy and will in education, the race with catastrophe will be lost and the balance between man and nature will be re-established by disasters that are not only unthinkable, but also avoidable. The choice is ours, and the time for action is now."

Federico Mayor, Director-General of UNESCO

THE Summit of the nine high population countries, which culminated in the Delhi Declaration on December 16, was a logical step from the Jomtien Conference held in Thailand in March 1990 which launched a world-wide initiative to reach the goal of Education for All.

This unprecedented gathering presented an opportunity to mobilize high-level political support for primary education and literacy programmes. Education for girls and women was high on the agenda as they hold the key to population management and a nation's development. The question of internal and external funding and galvanising community participation for universal primary education were also under discussion.

Federico Mayor, Director-General of UNESCO, reminded the delegates at the Summit of the urgency and importance of the meeting. The stark facts showed that their countries represented half the world's population, some 2.7 billion. Moreover, the population of the Nine "is greater today than was the world's population in 1950".

He claimed that education was the only effective and humane means of checking rapid population growth. "Every hour 10,000 people are added to the global population, 250,000 per day, 100 million per year. The finite space and resources of Planet Earth cannot continue to sustain such exponential growth".

"If we do not invest all our resources of energy and will in education, the race with catastrophe will be lost and the balance between man

and nature will be re-established by disasters that are not only unthinkable but also avoidable. The choice is ours, and the time for action is now."

The nine countries: Bangladesh, Brazil, China, Egypt, India (host to the Summit), Indonesia, Mexico, Nigeria and Pakistan, account for more than 70 per cent of the world's adult illiterates and more than half of its out-of-school children. The United Nations Educational, Scientific and Cultural Organization (UNESCO), one of the sponsors of the Summit with the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA), estimates that some 70 million children in these countries are excluded from primary education. If current trends continue, this number would reach 83 million by the end of the century.

The Proceedings

THE nine-nation, one-day Summit was preceded by a three-day meeting of ministers, not only to hone the finer details of their historic meeting, but to give them, and their officials the chance to exchange views in formal and informal sessions along with representatives of the UN agencies and other donor organizations. It also gave an opportunity for representatives of the Indian States to join the panel discussions.

On Sunday December 12, senior officials met in New Delhi to discuss the final details of the conference programme and of the draft declaration and framework which was to become known, by Thursday, December 16, as "The Delhi Declaration".

On Monday morning, at the beginning of the Pre-summit, the ministers met behind closed doors to exchange their last thoughts on the Declaration and to consider a programme of follow-up activities.

At 11.30, the open session began with the presentation of a scene-setting paper, prepared by UNESCO, based on country reports supplied by the nine participating States. This was followed by comments and discussion from representatives of UNICEF, UNFPA, and officials of the nine nations.

For the next day and a half, the sessions were taken up with four panel discussions, each focusing on a different topic related to the content of the Delhi Declaration: mobilization and participation; external and internal finance; girls' and women's education, and education and society. On Wednesday afternoon the Indian organizers arranged another panel to look closely at issues raised by a new education for all venture, the District Primary Education Programme.

On Thursday, the formal session of the Summit took place in Vigyan Bhawan. Delegates were addressed by the Indian President, the President of Indonesia, the Chinese Vice-Premier and education ministers or representatives from the rest of the Nine. Plenary statements were also issued by the leaders of UNESCO, UNFPA and UNICEF.

At 5.30 pm, the heads of delegations signed the Delhi Declaration and the Framework of Action.

A Focus on the Issues

AFTER a scene-setting discussion at the beginning of the Pre-summit session when delegates considered the *Analysis and Synthesis paper* prepared by UNESCO, they then spent the rest of the three days taking part in four panel discussions which centred on the main themes of the forthcoming Delhi Declaration.

Before the Conference, delegates had been presented with background papers on the themes which were enlarged upon by panelists from the UN agencies, representatives and ministers of the nine States, academics and even a film personality. Then the audience had the opportunity to comment.

The panel topics were: Mobilization, people's participation and decentralization for EFA (UNICEF); External and internal financial resources for EFA (India); Girls' and women's education, women's empowerment and population issues (UNFPA); Education and society (UNESCO).

A special panel was convened by the host country for the large Indian contingent to take advantage of discussions with eminent guests which was based on the new initiative, the District Primary Education Programme.

A separate report on the panel discussions is being published in a companion volume to this report.

Setting the Scene

"The nine countries represented here are not only the high population countries of the world, they are also representatives of the world's oldest and most refined cultures."

***Shri Arjun Singh**, Minister for Human Resources Development, India*

THE first session of the Pre-Summit was devoted to a consideration of the *Analysis and Synthesis paper* prepared by UNESCO.

"The nine countries represented here are not only the high population countries of the world, but are also representatives of the world's oldest and most refined cultures," stated Shri Arjun Singh, India's Minister for Human Resource Development, in his opening address. He was pleased that education had come to the top of the development and political agenda of the world, which was as it should be. India had always accorded education an important place in society. The system had suffered much damage during the colonial period and education had been an important theme of the freedom struggle.

Mahatma Gandhi considered education "the basic tool for the development of consciousness and reconstruction of society."

The Minister warned delegates that they must accept the challenge of achieving the epic task of reaching a fully literate world. It could not be left to another generation. "Logically and morally this is our historic task. Future generations will not take a charitable view of any lapses or failures on this count. And this endeavour will give us back that societal self-confidence and sense of purpose which can take care of most of our contemporary concerns", he said. An uplifting note on which to start a lengthy and statistic-packed morning's discussion centred on UNESCO's *Analysis and Synthesis paper*.

This was based on national reports, statistical questionnaires and reviews of progress towards EFA in the nine countries since 1990.

In highlighting the main points of the paper, John Ryan of UNESCO, assured the audience that there was "good news" since Jomtien. Figures showed that millions of children had been enrolled in primary school who would otherwise have been excluded had governments not been committed to EFA. "There is a real prospect that, by the end of the decade, over 90 per cent of all children in the nine countries will be able to find a place in a primary school as compared to an estimated 79 per cent in 1990."

Jomtien had been a consequence of profound changes in attitudes towards education in the previous decade, he asserted. By that time, governments viewed education, not as a social service, but as a "transformative act: a fundamental requirement for developing their society". Indonesia, China and India, for example, had already taken powerful steps in the 1980s towards universal primary education. This kind of thinking had led to Jomtien and Jomtien reinforced this tendency.

"But the war is far from being won: the momentum has to be kept up."

Mr. Ryan said the "major brake" on progress towards EFA was population growth: "It's like riding up a down escalator - it's an effort to stay where you are." UPE could have been achieved by 1980 if the population had not increased. He pointed to "abundant empirical evidence" which showed that raising education levels - especially among women - coincided with declining fertility rates. In Brazil, for example, illiterate women have 6.5 children, on average, whereas women with secondary education have 2.5.

Education also had an impact on infant mortality rates. He found it striking that it did not take a great deal of education to lessen thé rate: Indian figures showed that literate mothers with less than six years of education had an average of slightly over 100 fatalities per 1000 births compared with 170 for illiterate mothers. Mr Ryan stressed that the education of girls and women was the most important factor in achieving EFA, and this would be a means of breaking the cycle of illiteracy and poverty.

He also emphasized the importance of early childhood education as it was well known that learning began at birth and brain development occurred between birth and two years. Priorities varied among the nine, with some, Indonesia and Mexico, for example, making education and training of parents an integral part of their approach.

Gender inequality was, to one degree or another, a problem in all of the Summit countries and it constituted "the biggest single constraint to achieving universal primary education". Indonesia had largely equalized enrolment at primary level as had Mexico and Brazil, but discrepancies remained in secondary schools. Bangladesh had achieved an increase from 40 per cent girls' enrolment to 45 per cent in the last five years.

Drop-out and repetition presented yet another challenge as they seriously diminished the impact of the large investments made in primary education. In Bangladesh, two out of three students who enter Grade One succeed in going on to Grade Two the next year. One in two will make it to the Fourth Grade on schedule. For Brazil, the survival rates are even lower. Less than half the pupils starting together in Grade One continue on to the Fourth Grade. As Brazil has eight years of schooling, a child could, in effect, take 22 years to go through his or her education. This raised issues of management and internal efficiencies as, theoretically, some countries could accommodate at least 20 per cent more pupils if they could reduce drop-out and repetition.

Mr Ryan noted that most of the countries had significantly enlarged their education budgets -Mexico, spectacularly, increased its education spending of GNP from 3.5 per cent in 1989 to 5.5 per cent in 1993. But EFA could not be achieved by government spending alone. Partnerships were essential: in other words a social commitment to education by the community. Bangladesh, Brazil and India were among those which had produced innovative projects in co-operation with religious, community groups and NGOs.

International support and co-operation for EFA had, so far, been relatively modest, but funding had made a "catalytic impact" because it had been directed at imaginative pilot projects which were followed up with large-scale programmes, or it had been aimed at disadvantaged groups. Countries varied as to their dependence on international aid. Bangladesh planned to invest $2.5 billion on EFA from 1993-2000, but needed another $2.2 billion in grants and concessionary loans to meet its goals, he said.

Another item of good news was the increase in the number of adult literates in the nine countries: 710 million, and a projected decline in the rate of illiteracy from 41 per cent to 27 per cent by the end of the century. But the disparity between men and women was more serious than at primary level.

"Primary education...
the core and cutting edge of education for all."

UNESCO/P. Almasy

Young girls at the Klouto rural school.

Mr Ryan left the platform on a rallying note, saying: "Four years on, the fruits of Jomtien are visible and the promise of greater progress by the turn of the century is there."

Mr Manzoor Ahmed, Associate Director of the Programme Division of UNICEF, took a less optimistic line. Starting from the premise that primary education for all children is the core and cutting edge of education for all, he said early childhood programmes were futile without effective primary education and the eradication of illiteracy would be otherwise unattainable. Universal primary education remained the most serious challenge to all nine countries. "I don't mean to underestimate the progress and efforts that have been made."

He urged delegates to look critically at gross and aggregate statistics. Non-enrolled, drop-outs and those leaving school still illiterate could add up to half the children in the nine countries. Major disparities still existed in terms of access, gender and quality.

A unified plan for universal primary education was essential, using formal and non-formal approaches. Formal schools should be made flexible and efficient and non-formal education must not be seen as a cheap alternative. Monitoring of enrolment, completion and achievement was equally vital, as was a genuine decentralization and sharing of responsibilities at local level.

Primary education remained under-financed, he said, and the few remaining resources were wrongly distributed. Budgets should be re-structured to provide learning materials, in-service teacher training and monitoring - much neglected areas. Mr Ahmed stressed that complementary action in health and social services would be needed to enhance the educability of children. "They cannot learn if they are hungry".

Mr Jyoti Singh, speaking on behalf of UNFPA, focused on girls' education "as there is no hope of achieving education for all without it". But each country would have to undergo a radical change in values and attitudes towards girls and women, he added. More women teachers would be needed and a greater emphasis placed on population education.

During the discussion which followed, representatives from the nine countries pointed to their achievements and some of the problems they were facing. Mexico's Minister was pleased to note that the drop-out rate in his country was low: out of every 100 pupils enrolled in Grade One, 81 completed Grade Four. But Brazil's Minister said that although more than 90 per cent of children were enrolled, only about 40 per cent completed Grade Four and only 20 per cent reached the end of their eight years' schooling.

Bangladesh's Minister, referring to Mr Singh's point on women teachers, said in his country 60 per cent of primary teachers were women. Egypt's spokesman said girls' enrolment had improved significantly and some families were now prepared to send their daughters to mixed schools. China, too, had made great headway in recruiting more girls.

Dr Chitra Naik, a member of India's Planning Commission, contended that various disparities mitigated against achieving education for all.

especially those between rural and urban communities. Programmes to reach EFA in the countryside lagged far behind those in the towns and cities in terms of achievement. She was concerned, too, about the plight of the tribal people of her country whose basic education was far lower than that of the rest of the population.

Pakistan and Indonesia were among those who supported an integrated approach to basic education with an emphasis on health care and nutrition. "Education cannot be taken in isolation", stated the Pakistan representative. A point taken up by Mr. James P. Grant, Executive Director of UNICEF. EFA must be a "multi-sectoral" effort, he said.

The goal of universal primary education would be akin to achieving "near miracles" in some countries, but he was optimistic. Five years ago, "the realists" would have had a stronger standing, but he had found that what technical experts said was impossible had happened: UNICEF's immunization project was thought to have been impossible, but cities like Calcutta, Bombay or Delhi now had better rates than New York. Immunization now reached virtually every hamlet.

And who would have thought that President De Klerk and Nelson Mandela would receive a joint Nobel Peace Prize and then, as their first act, sign the World Summit for Children's universal declaration on the rights of the child? "The past is not a fair history for the future. Education for all, beginning in Jomtien, has generated a new enthusiasm. Can we capitalize on these opportunities?" he asked.

The following pen-portraits of developments in primary education and adult literacy in the nine countries are taken from the *Analysis and Synthesis paper*, which was based on the country reports prepared for the Summit.

BANGLADESH

Estimated population in 1993: 122,210,000; Annual population growth rate, 1980-93: 2.5%; GNP per capita in 1990: $200; Duration of primary education: 5 years.

Bangladesh confronts nearly all of the educational problems plaguing developing nations. Primary education was made compulsory in 1993, but more than 20 per cent of school-age children have never attended school; of those enrolling, 60 per cent drop out, mostly girls.

Education policy aims at increasing capacity, overcoming gender disparity and improving quality and relevance. An ambitious government programme aims to construct 100,000 classrooms by the year 2000 and to encourage 9,000 registered non-government schools to open.

Non-formal education is also being encouraged, such as the pioneering BRAC - Bangladesh Rural Advancement Committee, which operates 12,000 schools for 8-16 year olds who have never attended a government school, or the Underprivileged Children Education Programme (UCEP) for street children and child labourers. Girls are being offered 8 years' free education compared with 5 for boys to encourage them with their studies and 60 per cent of newly recruited teachers must be women.

Primary textbooks, the curriculum and materials are being developed with an emphasis on making education more relevant to rural life.

The adult literacy rate in 1991 was 44 per cent for men and 23 per cent for women. Since a large-scale campaign was set up in 1980 and abandoned in 1982, efforts have been sporadic and on a modest scale with most work carried out by NGOs and directed mainly at women. A network of adult literacy committees to operate programmes and rural libraries is at present under discussion. The country aims to increase its literacy rate to 62 per cent by the end of the decade.

BRAZIL

Estimated population in 1993: 156,578,000; Annual population growth rate, 1980-93: 2.0%; GNP per capita in 1990: $2,680; Duration of primary school: 8 years.

The government intends to make education more effective, improving quality and equalizing the development opportunities of every citizen.

Education is compulsory between 7 and 14 with 90 per cent having access to school. The most obvious problems are drop-out and repetition. Only 40 per cent complete the Fourth Grade and only 20 per cent do so without having repeated one or more classes. So, while Brazil has nearly 30 million primary pupils, fewer than one million successfully complete their studies each year. Critics say that schools do not provide an education that is relevant to the country's stage of social and political development.

In response, the government has introduced a 10-year plan of EFA which includes initiatives such as the PRONAICA programme for integral education, health and nutrition by mobilizing the resources of the State, the community and the family. The Northeast Education Project, covering the largest, poorest and second most populous region, will benefit six million primary children by training 625,000 teachers, distributing 1,000 million textbooks and building 119,000 classrooms.

One-third of 15-17 year olds have either never been to school or have dropped out; 45 per cent of the 18-24 age groups have had less than a full primary education. In the early 1960s and 70s, mass literacy campaigns proved to have disappointing results and distance education via television is not the complete answer. The 10-year plan sets the objective of expanding the educational service to youth and adults, giving priority to the 15-29 age group, offering basic education equivalent to four grades to 3.7 million illiterates and 4.6 million undereducated people.

CHINA

Estimated population in 1993: 1,205,181,000; Annual population growth rate, 1980-93: 1.5%; GNP per capita in 1990: $370; Duration of primary education: 5 years.

In 1980, the State Council decreed that universal primary education should be achieved throughout China in that decade: an ambitious goal that could only be accomplished with the help of communities and industry in this vast country with a growing, but underdeveloped economy. The drive for UPE was a national movement, implementation was local. The emphasis was on quality - improving buildings and furniture, training millions of teachers and enhancing their status and conditions. The curriculum reforms encourage active learning and class sizes will be reduced.

Of the 99 million children in the 7-11 group, over 97 million are enrolled in school: a rate of 98 per cent for both sexes and 97 per cent for girls.

Strenuous efforts by schools and communities have reduced drop-out rates to 2.2 per cent. Nearly 78 per cent go on to junior middle schools. China aims to place nearly all disabled children in school by the year 2000.

China also notes that literacy work has achieved tremendous success with a total of 180 million illiterates and semi-literates now able to read and write. Emphasis on this work dates back to the origins of the People's Republic. The scale of adult education in China is impressive: there are 155,000 adult primary schools enrolling 8.5 million served by 700,000 teachers, including 5.6 million farmers in 110,000 literacy classes. In addition, there are 228,000 cultural and technical training schools for adults, enrolling more than 30 million. But there are still an estimated 180 million illiterates and semi-illiterates in the adult population, 61 million between 15 and 45 years. Over 90 per cent live in rural areas: women make up 70 per cent of the total. Integrated literacy teaching with training in practical skills plus effective local leadership and motivation are some of the keys to success.

EGYPT

Estimated population in 1993: 56,060,000: Annual population growth rate, 1980-93: 2.5%: GNP per capita in 1990: $600: Duration of primary education: 5 years.

For 70 years the country has struggled to make the right to education a reality. During the 1990s, termed National Decade of the Child, Egypt hopes to achieve EFA. Problems include a critical shortage of school buildings: only 30 per cent of primary schools operate on a full-day basis: classes average 43 pupils: there is a serious shortage of materials for teachers and children: the curriculum is bloated and unfocussed and teaching methods rely on rote learning.

The government aims to prepare children to adjust to the demands of modern society and to understand it: give them knowledge on health, nutrition and the environment and provide them with transferable skills. It is reforming teacher training, and aiming to overcome remaining gender disparities, especially in the rural areas of Upper Egypt. Small schools are established in hamlets to make them accessible to girls and the curriculum is made more relevant to them. There has been a fundamental change in the government's perspective concerning education: instead of being seen as a social service, education is now viewed as an essential investment in the nation's future.

Efforts to combat adult illiteracy date back nearly 50 years, but it is still a major problem, largely exacerbated by the birth rate. In 1986, 62 per cent of men and 38 per cent of women were literate. With 8 million illiterates in the 15-35 age group, a national plan of action aims to eliminate illiteracy in that age range and reduce the rate in over 35s. This will be done through links between the national development plan and adult education, by paying special attention to rural areas and women and by encouraging community efforts which will be co-ordinated through an Agency for the Eradication of Illiteracy and Adult Education.

INDIA

Estimated population in 1993: 896,567,000: Annual population growth rate, 1980-93: 2.0%: GNP per capita in 1990: $350: Duration of primary education: 5 years.

The National Policy on Education (NEP), adopted in 1986 and up-dated in 1992, was a landmark in Indian education as it provided both a comprehensive framework for the development of education up to the end of the century and a plan of action assigning specific responsibilities for organizing, implementing and financing its proposals. It gives unqualified priority to primary education and adult literacy programmes.

The NEP tempers idealism with realism, conceding for the first time that schooling cannot reach all children in the near future. Millions of girls and working children will be excluded. So it plans a large and systematic non-formal education programme combining flexibility with quality in order to reach them. School buildings are being made more attractive and incentive schemes such as school lunches are being widely implemented.

But, despite enormous progress, India faces huge challenges. Of the estimated 153 million children between 6-14, there are 28 million out of school, over 14 million of whom are working. Nearly half of those entering Grade One drop out before Grade Five and two-thirds before Grade Eight. Levels of achievement remain low with researchers reporting a "minuscule" percentage of students achieving "mastery" at their grade.

India claims "the dubious distinction" of leading the world in the number of illiterates. It also has a vast and rich experience in literacy work on which to draw. The National Literacy Movement (NLM) provides technical support and leadership in targeting the estimated 121 million illiterates in the 15-35 age-group. The Total Literacy Campaigns (TLCs),

which grew out of the successful mass literacy movement in Kerala, have spread to 212 districts of India. Social mobilization is the key to their success. Currently around 31 million learners aged 9 to 45 are involved in the TLCs. So the country is coming to grips with its massive problem of adult illiteracy as part of the wider EFA movement.

INDONESIA

Estimated population in 1993: 194,617,000; Annual population growth rate, 1980-93: 2.0%; GNP per capita in 1990: $560; Duration of primary education: 6 years.

Education has been an integral part of nation building. Its colonial heritage was meagre with, for example, only 37 Indonesians graduating from university in 1940 out of an estimated population of 70 million. The literacy rate was then 10 per cent. Although the right to education was enshrined in the constitution of 1945, compulsory education could not be enforced until 1984 because of a lack of places. Now, access is no longer a serious problem. Nearly 90 per cent of primary children go to state schools and the rest (some 3 million) to those supervised by the Ministry of Religious Affairs. The primary curriculum in both types of schools is imbued with the state philosophy of Pancasila, whose principles include a belief in a supreme god, democracy, social justice and national unity.

Girls make up 58 per cent of enrolment in the religious schools compared with 48 in the secular ones, but disparity due to gender does not emerge as an issue until the secondary level where girls reach 45 per cent of the total numbers. The recent annual drop-out rates varied between 4 and 5 per cent. Nearly 75 per cent complete primary school and 68 per cent go on to junior high school. The aim is to provide a minimum of nine years schooling by the 21st century. Improving quality is still a challenge, but overall, Indonesia's progress is a "rags to riches" story.

In 1980, it was estimated that there were 30 million illiterates aged 10 or over, 29 per cent of the age group. In 1990 this number had declined to 21.5 million and the rate cut to 16 per cent. Illiterate women outnumber men by 2:1 and five out of every six illiterates live in rural areas. Overall literacy rates in 1990 were estimated at 89 per cent for women and 95 per cent for men. By the end of the century, Indonesia plans virtually to eliminate illiteracy in the 10–44 age group. Its efforts in post-literacy and continuing education are widely recognized as innovative and effective and have been honoured with a UNESCO International Literacy Prize.

MEXICO

Estimated population in 1993: 89,998,800; Annual population growth rate, 1980-93: 2.3%; GNP per capita in 1990: $2,490; Duration of primary education: 6 years.

"If we lag behind in the revolution of knowledge, we will be cancelling out our future." With these words at his inaugural address in 1988, President Carlos Salinas de Gortari launched a new era of educational reform. In a period of austerity, education's budget rose by 86 per cent, in real terms, between 1988-1993, with basic education getting the lion's share. Unions and state governments agreed to a plan to modernize the system by devolving responsibility for running schools from federal to state government. This complex undertaking meant transferring some 700,000 employees and 100,000 buildings to the States so they could respond to local needs and improve quality, while the government undertook to provide sufficient resources.

The curriculum was revised to provide skills for life-long learning: knowledge on health, the environment and society. More than 850,000 teachers have been re-trained, 12 million books published and 1,100 teachers' centres established and equipped for televised education programmes. Motivation has been improved by an increase in teachers' salaries by 83 per cent, in real terms, over the last five years. Promotion now depends more on classroom performance and qualifications than on seniority. A special programme to combat underachievement in basic education (PAREB) has been launched to improve education in poor areas. It reached 615,000 pupils in 9,000 schools in 1992-93.

According to the 1990 census, just over 6 million illiterate people over the age of 15 live in Mexico, 12.4 per cent of the adult population. The government has undertaken to reduce this figure by one-third in 1994 and has provided more help for those States with the biggest problem. The National Institute of Adult Education is responsible for promoting literacy and operates three Spanish language programmes and 34 indigenous ones.

NIGERIA

Estimated population in 1993: 119.328.000: Annual population growth rate. 1980-93: 3.3%: GNP per capita in 1990: $270: Duration of primary education: 6 years.

The country faces the daunting challenge of expanding education on a shrinking national income. of having to do more with less. The oil boom. which gave rise to ambitious development plans in the 1970s. came to an end while the school-age population continued to rise. Yet Nigeria is determined to increase and equalize access to both boys. girls and marginalized groups. improve quality and reduce wastage rates.

In 1992. an estimated 18.2 million children were aged between 6-11. this number is expected to increase by 4 million in the year 2000: 14.8 million were enrolled in primary schools. so this leaves 3.5 million outside the system. Even with the current enrolment. resources are seriously stretched. More than 100.000 extra teachers and classrooms are needed for universal primary education. Many teachers are inadequately trained and their morale is low as a result of poor pay and conditions of service: a "gloomy picture". but one which the government is determined to tackle.

Positive developments include raising qualifications for newly-trained teachers. making it illegal to remove girls from primary school for marriage. a federal government blue-print for promoting girls' and women's education and a new council for curriculum research and development.

In an effort to revitalize flagging literacy programmes the government has coined the slogan: "Each one teach one. or fund the teaching of one".

Nigeria wants to reduce the rate of adult illiteracy to 20 per cent by the year 2000. But its chances are slim given a 40 per cent illiteracy rate and an illiterate adult population of 35 million. the majority of them women. This will mean that 26 million will have to learn to read and write in seven years time if the goal is to be met. Yet the government views developments with cautious optimism as some conditions have been fulfilled for launching larger scale programmes. These include trained staff. learning and teaching materials in major languages. flexible learning and post-literacy programmes in relevant skills. The ultimate success will depend on efficient social mobilization to make literacy learning and teaching a strongly-felt moral duty.

PAKISTAN

Estimated population in 1993: 128,057,000: Annual population growth rate, 1980-93: 3.2%: GNP per capita in 1990: $380: Duration of primary education: 5 years.

The "gloomy situation" of education with widening gaps between town and countryside, male and female students, calls for revolutionary and firm measures to grapple effectively with the enormous challenge of providing EFA.

Only about one-third of school-age children are enrolled with ratios varying between provinces and urban and rural areas: an estimated 53 per cent in urban Punjab compared with the lowest of about 10 per cent in rural Balochistan. For girls the comparative rates are 21 per cent and 9 per cent. Drop-out rates are of fearful proportions: nearly one-quarter of all the 124,000 primary schools is classified as "shelterless" and one-third consists of a single classroom for all five grades.

Since Independence, 45 years ago, Pakistan has increased the number of primary schools fourteen-fold and multiplied enrolment by eleven. But these gains have been defeated by the rising population. Education has also suffered from under-investment, failure to implement five-year plans and a lack of purpose and direction of policy. Learning from past lessons, the government issued its National Education Policy in 1992 which sets out a number of goals: to universalize primary education by 2002; to improve quality by raising standards and status of teachers, to modernize the curriculum, textbooks and buildings and to invite the private sector to take part.

Informal approaches have also been encouraged, such as the revival of mosque schools as a place of secular as well as religious learning. These are particularly popular with girls' parents who were unwilling to send them to school. Home schools, run on flexible lines by community committees and NGOs, have been equally successful.

Education is no longer perceived as the assignment of a ministry: it is recognized to be the mission of the nation.

The government has set the objective of raising its literacy rate to 70 per cent by the year 2000. Only an estimated 34 per cent of all adults and 16 per cent of women are literate. Resources are limited as a decision has been taken to make primary education "the cutting edge" of the EFA strategy. But selected activities, especially for women, will be supported. The private sector, NGOs and communities are being encouraged to help.

Towards 2000: The Summit

"Diverse are races,
Colours and attire,
Diverse, the paths
That they travel on....
And yet the destination is
The same;
The world is one family,
We sing the same song-
Only the notes are different."

SO SANG the choir of young women at the beginning of the EFA Summit in the vast Vigyan Bhawan. It was a fitting note on which to start a day which culminated in the signing of the historic Delhi Declaration.

This theme was echoed by Shri P.V. Narasimha Rao, Prime Minister of India, who, in his opening remarks, hailed the Summit as "demonstrating the emergence of international solidarity in the fight against illiteracy". He pointed out that the nine countries represented accounted for more than half the world's population and "sadly", two-thirds of the adult illiterates.

"Solidarity", he said, "is a well spring of hope and faith. That we are all together in this endeavour galvanizes us individually and collectively to meet the aspirations of millions".

The Delhi meeting was an important sequel to the World Conference on Education for All held in Jomtien, Thailand, in March 1990, he said. "A clarion call has to go out from this historic meet that none of us present here can accept anything short of a total and unremitting mobilization towards realization of the visions of that Conference."

The Prime Minister acknowledged that each nation had to chart its own path towards achieving EFA, but there was much to be gained from sharing policies and experiences. "It is strange but true that in individual as well as public life one needs to balance individuality and universality. This is no less relevant in the field of excellence. It is education that

leads the world from darkness to light, from untruth to truth and from mortality to immortality. It is the light and the way".

The Indian President, Dr Shankar Dayal Sharma, stressed that EFA meant working towards building a peaceful world, "a world in which all nations and peoples can devote their resources, talents and energy towards enhancing and enriching the quality of life available to this generation and to future generations".

He said that the great problems of poverty, ignorance and disease could be addressed effectively only if the nine countries succeeded in their programmes for education and literacy.

"... The mission of EFA seeks to accelerate the emergence of a higher level of civilization in this planet".

"We will ensure a place for every child in a school or appropriate education programme..."

Children from the Chiapas Highlands of Mexico *UNICEF/D. Mangurian*

To the delight of the Chinese delegation, he quoted an ancient saying of their country, one which had been referred to often during the pre-summit discussions: "If you are thinking of one year, plant rice; if you are thinking of a decade, plant trees; if you are thinking of a century, educate the people".

Although education was a fundamental right, he said it had now to be linked with the concerns of society in health, malnutrition and child-care, especially in the developing world. The Chinese Vice-Premier, Li Lanqing, also stressed the importance of developing human resources which was "no less important than that of natural resources". Education should not be neglected while efforts were made to develop the national economy. "On the contrary it should be purposefully strengthened".

Leaders of the United Nations agencies sponsoring the Summit and the nine nations then addressed the issues contained in the six pledges of the Delhi Declaration.

"Mexico is a young country, the adult and productive generation in our society has the task of ensuring their education and training. To focus only on short term concerns would be like taking out a mortgage on our future."

***Javier Barros Valero**, Under-Secretary of Higher Education & Scientific Research, Mexico*

President Soeharto of Indonesia said his country had been determined to provide education for all its people since Independence Day of August 17, 1945. The Constitution gave every citizen the right to education, stating: "In a regime of freedom we must advance the people's welfare, enlighten the nation's mind and participate in the shaping of an orderly world based on freedom, abiding peace and social justice."

The country, he said, faced enormous tasks. The level of education was "quite low" when the country embarked on its first development plan in 1969. The illiteracy rate of those over 10 years was 39.1 per cent and more than half of seven to 12 year olds did not go to school. But during 25 years hard work in a series of development programmes the level of education had risen.

"During that period we strove hard to fight against the "three ignorances", namely ignorance of words and numbers, of the Indonesian language and of basic education," said the President. Through a programme called "Package a literacy learning" 25 million had been freed from illiteracy with the help of 250 million textbooks since i978.

By the last year of the current 25-year development programme the number of illiterate 10-year-olds and above had been reduced to 15.8 per cent and the school enrolment rate had reached over 90 per cent. Access to education had been fostered by a special primary programme, "INPRES", a form of financial assistance provided by a Presidential Instruction, which helped to build some 136,000 new schools and classrooms and to raise the number of primary teachers to 1.2 million.

In 1984, the Indonesian government made primary education compulsory for six years which will be extended to nine years in the second 25-year plan starting next year. This would help children become skilled workers, but it meant building another 150,000 classrooms and recruiting 300,000 teachers.

Nigeria's Education Minister, Dr Iyorchia Ayu, admitted that "our exertions directed at improving the delivery of basic education in terms of access, equity, quality and relevance have so far only produced mixed results: but great is our resolve to ensure that the boat of basic education does not leave behind any of those who should be on board and the boat does not get stalled in any bed of quicksand".

Primary enrolment had risen sharply since the launch of the Universal Primary Education Programme in 1976, reaching 14.6 million in 1983, then declining to 11.27 million in 1987. But enrolment increased to 12.2 million the year after with the upward trend continuing, he said.

Unfortunately, only 14.6 million of the 18.2 million in the 6 to 11 age group went to school regularly. Dr Ayu estimated that around 44 per cent failed to stay on to complete their primary education. In some parts of the country at least half the number of girls dropped out.

Mr Jamiruddin Sircar, Bangladesh's Education Minister, was pleased to report that his Prime Minister had taken a "notable step" in creating and taking charge of a separate division for primary and mass education in order to provide effective policy and administrative support for eradicating illiteracy.

Compulsory primary education, introduced on a limited scale in 1992, was extended throughout Bangladesh last September. Also in 1993, the government launched an experimental food for education programme in selected areas in an attempt to improve attendance and reduce drop-out rates among children from low-income families. Enrolments had risen when local communities had formed committees entrusted to motivate parents to send their children to school.

Despite many positive developments, Mr Sircar said EFA posed one of the greatest challenges for his country. "The obstacles that persist in the way of universal primary education are poverty, illiteracy of the parents, shortage of physical facilities and teachers, weak training and management, lack of awareness of the need for education and a shortage of financial resources."

China also adopted a national plan for education last year. Mr Li Lanqing, the Vice-Premier, said it reaffirmed a commitment to strengthen basic education and universalize nine-year compulsory education by the end of the century although, he confessed, it would be a "Herculean task".

Remarkable results had been achieved with 91 per cent attending school and the literacy rate had improved to 84.1 per cent compared with a "lamentable 20 per cent" in the early 1950s. "It is only fair to say that the Chinese government has done inmense work in contributing to the revival of the Chinese Nation and the progress of the whole of mankind... Daunting difficulties are still confronting us as we try to move ahead more rapidly with our efforts of basic education and literacy campaigns". Results varied, he said, because of the size of the country and the fact that 80 per cent of the vast population lived in rural areas, many of which were "geographically disadvantaged and deficient in infrastructural development".

Egypt is no less committed to the cause of basic education, making educational development the national project of the decade, according to Professor Hussein Kamel Bahaa El-Din, the Education Minister. "Education is an investment in the dearest being on earth, i.e., man. It is a sine qua non for achieving progress."

Professor Murilio de Avellar Hingel, Minister of Education and Sports, said the Brazilian education system "is definitely in search of lost time. The challenges we face are of considerable magnitude and we are attempting to give positive answers to the legitimate demands of an increasingly organized society". A 10-year plan, formed post-Jomtien, aimed at universalizing high quality education for all.

Mexico has pledged to raise the average number of grades from six-and-a-half to 10 by the turn of the century. 90 per cent of the demand for education was already being met. Mr Palabras de Javier Barros Valero, Under-Secretary of Public Education, told delegates. Mexico is a young country, he said, with 40 per cent of the population below the age of 18. "The adult and productive generation in our society has the task of ensuring their education and training. To focus only on short-term concerns would be like taking out a mortgage on our future."

As for India, host to the Summit, the Prime Minister said free and compulsory education for children under 14 was a constitutional obligation. Considering the very low base from which India began after Independence, results had been "spectacular". The literacy rate had nearly tripled from less than 19 per cent in 1951 to around 53 per cent in 1991, during which time the population had increased two and a half times.

Primary schools had increased from 209,000 in 1951 to 565,000 in 1992 while numbers enrolled rose from 22.3 million to 136 million during the same period. "Obviously, we have a long way to go...Business as usual would not do. Thus a marathon race is ahead of us before we reach the goal of univerzalisation of elementary education and universal literacy".

"We will consolidate efforts towards the basic education of youth and adults... improving and expanding our literacy and adult education programmes..."

Although not all speakers focused especially on adult literacy, much was implicit in their wholehearted commitment to EFA. Some were more specific in outlining their plans for adults. Mr Sircar from Bangladesh spoke for all when he said: "The literacy situation in the nine countries presents an unhappy picture", reminding them they had only seven years to accomplish this massive task in order to "march into the next century with a fully literate population". His government had developed a national plan to mobilize the local community and non-governmental organizations to achieve its goals.

Nigeria too faces a daunting task. The Minister estimated that only 52 per cent of his country's population was literate: 62 per cent men, 30.5 per cent women. In addition, 37.5 per cent of school age children were out-of-school, so these 8.3 million would need to be taught now so as not to swell the ranks of adult illiterates.

Literacy campaign, organised by the Bandung Teaching Aids Centre which is assisted by a Unesco expert. Shown here is a "Pamo Pami" reading lesson, specially designed to prevent new literates forgetting what they have learned. *UNESCO/D Davies*

A national commission for mass literacy, adult and non-formal education, set up in 1990, had accelerated progress. Dr Ayu described the newly launched programme of "each one teach one, or fund the teaching of one", which was based on the concept that every literate person had a moral responsibility either to make at least one fellow citizen literate or else pay someone to do so. He was optimistic that this newly-found enthusiasm would lead to reaching the country's target of making 15 million citizens literate by the year 2000, especially in collaboration with UNDP.

Mexico's Minister stated his government's commitment to reducing the rate of illiteracy by one-third in 1994.

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The Indian Prime Minister conjured up an image for his audience to illustrate his country's highly successful Total Literacy Campaign: "As the dusk settles a few hours from now, over four million volunteers spread across the length and breadth of this sub-continent would be

engaged in these campaigns trying to impart functional literacy to millions of learners, a majority of these being women".

He praised the zeal and dedication of the millions of participants in the National Literacy Mission which had "brought about a sea-change in the public perception of adult literacy, so much so that universal literacy was no longer perceived to be a hopeless dream, but an achievable task".

"We will eliminate disparities of access to basic education arising from gender, age, income, family, cultural, ethnic and linguistic differences and geographic remoteness..."

A young mother student at the adult education classes held in the corridor of a Bombay "chawl" or tenement building under the auspices of the Bombay Social Education Service.
UNESCO/Hunnar Publicity

The major theme to emerge during the pre-summit meeting was the education of girls and women. Speaker after speaker (usually male) paid tribute to the role and importance of women in development and education. During the Summit these points were reiterated, but only one woman spoke for her Head of State: Ms Shahnaz Wazir Ali, Special Assistant to the Prime Minister of Pakistan.

She said that Pakistan had been trying for the past four decades to reduce illiteracy and population growth and increase girls' and women's participation in education. As in many countries, education had been forced to compete with agriculture, industry and physical infrastructure for resources. The fast growth in population had unfortunately eroded most efforts towards achieving universal basic education.

Her government had launched a social action programme which aimed to "rectify the grave imbalances between economic growth and human development. Under its umbrella we plan to achieve a cluster of goals in basic education, primary health care, population welfare and rural water supply, based on the total participation of our people in every sphere of our national activity".

Pakistan has devoted nearly 50 per cent of its education budget to the primary sector and allocated nearly 900 billion rupees for population welfare during the next five years. "I know these resources are meagre considering the challenge we have before us, but they are unprecedented in the history of Pakistan." Education for girls which has been neglected in the past now enjoys top priority, said Ms Wazir Ali.

The only other woman on the Summit platform, Dr Nafis Sadik, Executive Director of UNFPA, devoted most of her address to the gender issue. She said it was well known that women in countries which had closed the gender gap in education were more likely to use modern family planning. This meant better birth spacing and smaller families. UNFPA's own research had shown that smaller families and balanced population growth were among the conditions for economic success.

"Lack of access to education, on the other hand, limits women's access to employment, social services and participation in political life. For each individual woman, this restricts her rights and her autonomy as a human being. For society, it means neglecting 50 per cent of its human resources".

Dr Sadik spoke of the importance of population education which her organization supports in nearly 100 developing countries. Young children learn values and attitudes early; some, particularly those regarding gender, may actually be harmful, she said. Education could and should play a vital role in promoting gender equity which was one of the most important contents of population education.

Population education was especially effective in dismantling gender stereotyping as it addressed topics which young people would have to face throughout their lives: links between population, development and the environment; equality between women and men; violence against women; human sexuality; and involvement of boys and men in reproduction, child raising and household responsibilities.

"Because of its many benefits, population education has always been a major component of UNFPA assistance. "If the new generation can be brought up to discuss openly their rights and responsibilities we might finally see the elimination of discriminatory practices", she said, adding: "In this context, the educational process must pay special attention to the need to convey to boys positive values and attitudes on gender equity. We can thus create an environment where women and men become equal partners in development".

Mr Federico Mayor, Director-General of UNESCO, said: "The education of girls is one of the most urgent and important issues of our time. For it is not only the greatest remaining obstacle to achieving universal primary education but it is also essential to reducing fertility rates and infant mortality".

The benefits of a mother's education were cumulative as daughters were more likely to go to school and then so would their children. "This is the point at which the cycle of illiteracy and deprivation is broken and a cycle of education and progress begun", he said.

But the situation remained critical in many countries with girls making up only a third of the primary school population in Pakistan and gender inequality continuing to pose major problems in Bangladesh, Egypt, and Nigeria.

India still had many hurdles to jump to reach Jomtien goals, but Prime Minister Rao said the government's National Policy on Education, framed in 1986, had anticipated the Jomtien Declaration as it recognized the organic unity of early childhood education through to

life-long learning, with particular emphasis on girls and disadvantaged groups.

"The programme boldly sought to address the more difficult aspects of access to education of millions of children who are beyond the reach of the school system. It postulated a large and systematic programme of non-formal education as an integral component of the strategy to achieve EFA, and it perceived education as an agent of basic change in the status of women, of playing a positive interventionist role in their empowerment."

Brazil had also taken an integrated approach to eliminating inequality with its ten-year plan for EFA using the principles of Jomtien as its starting point. Indonesia and Nigeria also recalled a heightening of their awareness and commitment to women's rights after what Dr Ayu called "the watershed of Jomtien".

Professor Murilio de Avellar Hingel said the ambitious goals of the plan were being helped by a national programme for integral care for children and adolescents (PRONAICA). Specially designed or adapted buildings contain all that is needed for the overall development of students: health facilities, day care units, pre-school, primary and secondary schools, sports, recreational and cultural activities, vocational training and nutrition. The programme coordinated the needs of the communities with the services available.

President Soeharto said he was confident that investing in girls' education would generate multiple benefits and "prepare the coming generations to become more dependable and highly qualified". Girls' enrolment in primary education was now about on a par with boys'.

His government was encouraging voluntary, religious and other groups in society to provide education along with the state which had limited resources. This was why he was encouraging the growth of Islamic boarding schools which were popular with girls' parents.

The Nigerian Minister not only referred to girls as deserving special attention, but his government had plans also for street children, the gifted and handicapped and those of nomads and migrant fishermen. Pre-school education for 0 to 6 year olds, particularly in these categories, was set to be raised from the current 4.7 per cent to at least 25 per cent by the year 2000. This meant an annual growth of 2.5 per cent - 1 million children yearly.

As the rate of girls dropping prematurely out of school is as high as 50 per cent in some areas, his country aims to provide non-formal education of a comparable standard.

Egypt was equally concerned about "far-flung and needy areas and shanty towns" as well as girls, women and the handicapped. Mexico, in turn, has promoted programmes to overcome disparities of access to education between urban and remote rural communities and marginal groups, according to the Education Minister.

"We will improve the quality and relevance of basic education programmes..."

Pupils listening to a school-broadcast programme. UNESCO/G. Bohm

"The Ten Year Plan's foremost goal is the universalization of high-quality education for all. Its success will mean that in a decade the country will have entered a clearly outlined new world where quality will supersede quantity". Thus spoke the Brazilian Minister on behalf of Dr Itamar Franco, the President, who reinforced many of the sentiments of other nations keen to emphasize a commitment to quality.

"It is an important task in the national development programme to improve the quality and educational level of its population. While it is true that education which needs large investment will only produce expected results in many years to come, long-term and sustainable economic development will only be possible with a well-founded educational system and well-educated people."

Li Lanqing,
Vice-Premier of the State Council, China

The plan aims to enrol at least 94 per cent of the school-age population, increase by 50 per cent the current levels of learning of common core subjects, reduce failure rates, and extend the PRONAICA programme (see the previous section) to include at least 1.2 million students in suburban areas. Brazil will also offer basic education to the equivalent of four grades to around seven million illiterates and poorly educated people.

Nigeria is embarking on a major plan with similar aims and structure as PRONAICA to improve quality: 27,200 low-cost community early child care development and education (ECCDE) centres in rural areas and urban slums should be built by the end of the decade, along with 31 model nurseries - one in each state. The government has pledged to improve teacher training and management skills. A school and community education project, supported by UNICEF, will help local groups to raise the quality of their lives by improving agricultural and vocational skills.

Egypt's Minister told delegates of plans to enlarge and improve teacher-training institutes. The government had concluded a number of agreements with various countries and universities "to train and re-orient our teachers on the lines of the latest educational patterns".

Mexico is "beginning a distinctive phase in the education process with the emphasis shifting from quantity to quality", reported the Minister. The main elements of educational reform included decentralization of decision-making, the curriculum and educational management and services.

Vice-Premier Li Lanqing outlined his decentralizing plans which would give each local government the power to decide on the specific length of schooling and the choice of textbooks it considers appropriate. The government would continue to monitor schools for quality and continue to focus efforts in rural areas on agricultural development, linking basic and vocational education with adult education.

For Indonesia, the President said the second long-term plan would give higher priority to the improvement of the quality of education, without neglecting the aspect of equity which had been emphasized in the first 25-year development programme.

India's Premier pointed to distance education as "an important new ally" in improving teacher competence, motivation and performance. This was just one of a long line of major interventions and innovations at all levels since the National Policy on Education was enunciated in 1986, he said.

Operation Blackboard, for example, was improving primary schools and support services, the district institutes of education and training provided an infrastructure for teacher learning whilst the non-formal education programmes allowed students to progress at their own pace.

He praised creative approaches such as 'Mahila Samakhya', a unique programme of women's empowerment and education, 'Shikshakarmi' which provided basic education in remote rural areas and the PROPEL project designed to mobilize rural communities to plan for their future needs. Another important experiment was the 'Navodaya Vidyalayas', free specialist schools which "brought out the great, but languishing, talent in remote areas".

"I think this type of school deserves particular attention in developing countries with disparate societies. The value of these innovations for leavening the education system cannot be over-emphasized: we cannot have enough of them."

"Let us cast aside all feelings of inferiority amongst ourselves, for mutually beneficial co-operation between developing countries is no less auspicious than the acceptance of aid from the developed countries."

***President Soeharto** of Indonesia*

"We will, in all our actions, accord to human development the highest priority at national and other levels..."

> *"We believe that education is the pivot of our national security taken in an overall meaning that covers our economy, our politics, our civilizational role and our domestic stability. In a nutshell, it is our path towards prosperity."*
>
> ***Professor Hussein Kamel Bahaa El-Din, Minister of Education, Egypt***

The tone for this theme was firmly set by Mr Federico Mayor, Director-General of UNESCO, when he recalled that H. G. Wells in mid-century saw that "human history becomes more and more a race between education and catastrophe". As the century draws to a close, you do not need to be a visionary to see that Wells was right, he said.

"When nations are struck by national disasters they declare a state of emergency. Can we afford to do less when we see our future hopes gravely compromised by inadequate education? I would strongly urge all nations represented here to consider declaring a "state of educational emergency" for the duration of the 1990s, or until such time as the goal of universal primary education has been achieved and the number of adult illiterates substantially reduced. This would signal our commitment to pursue EFA as a priority objective."

For Egypt, Professor Hussein Kamel Bahaa El-Din, Minister of Education, eloquently stated his country's devotion to the educational cause.

"We believe that education is the pivot of our national security taken in an overall meaning that covers our economy, our politics, our civilisational role and our domestic stability. In a nutshell, it is our path towards prosperity".

The Minister warned, however, that to turn such belief into action "a country must have vast resources and must exert strenuous efforts". In common with the rest of the nine high population countries, Egypt faced certain problems that impeded the march to progress.

"I urge upon all the potential bilateral and multilateral donors to provide needed support for achieving our targets. If we fail to do so, we shall be failing in our duties to usher in a new country of peace and happiness".

Barrister Jamiruddin Sircar,
Minister of Education, Bangladesh

The first was over-population which "devoured the fruits of development despite all our efforts and despite all achievements of higher productivity". Democracy had been enhanced, "but illiteracy and poverty have helped the emergence of certain forms of extremism that have to be dealt with firmly in order to uphold democracy".

These and other problems bear negatively on the chances of allocating larger chunks of the already limited resources to the global development of education, both in quality and quantity, he said. Money was needed for improving teacher training, pay and conditions, for enriching the curriculum, improving resources and the nutrition and health of students.

Despite all of that, the Minister assured his audience: "Our commitment to the development of education and organically linking it to national security has been translated into an unprecedented rise in allocations earmarked for educational services". The third five-year plan ending in 1997 saw a 332 per cent rise in allocation.

As part of an ambitious programme to build 17,000 new schools by the end of the century at a cost of around 27 billion Egyptian pounds, six billion had already been earmarked for 1,500 to be built by the end of this academic year. This should mean a reduction in class size to 25-30 pupils. The voluntary sector had raised funds for 100 schools following an appeal by Egypt's First Lady.

Along with other speakers, the Minister appealed to "friendly, rich countries and international organizations who are capable of providing both funds and technical expertise to join hands, not only with the people of Egypt, but with the people of all nine countries to help clear the hurdles preventing the spread of basic education".

President Soeharto made a special plea to developed countries "to give our children the opportunity to acquire science and technology that will be beneficial to the development of our nation, and to the loftier development of human-kind". But the President was not going "cap-in-hand", as he believed that education, coupled with a deeper sense of religion, would give Indonesia's children a brighter future.

"They have a right to a dignified partnership with developed countries of the world. We also propose that the talents of our young people in the developing world can substantially contribute to development within the developing countries themselves. Let us cast aside all feelings of inferiority amongst ourselves, for mutually beneficial co-operation between developing countries is no less auspicious than the acceptance of aid from the developed countries".

"Nigeria realizes that without adequate financial allocation the most beautiful educational plan stands the risk of going awry. The costs are enormous [...] and the challenges great, but we regard the task as inescapable and one that requires the mustering of all resources."

***Sani Abacha**, Head of State and Commander-in-Chief of the Armed Forces of Nigeria*

He said the mutual exchange of experiences among the nine would not only save costs, but would create a new image that would reinforce partnership among fellow developing countries.

After outlining their countries' ambitious plans for achieving education for all, both Pakistan and Bangladeshi Ministers pointed to the problems of finances. Ms Wazir Ali, Special Adviser to the Prime Minister, said Pakistan had been "heavily burdened by the huge expenditure on debt servicing. This problem leaves us with limited resources to invest in the development of our human resources".

She said it was essential for international agencies to look seriously at the implications of mounting debts and the impact these had on human

development. The three UN agencies sponsoring the Summit should continue to give support to ensure that none of the nine countries was left behind. Like President Soeharto, she called for "a viable mechanism to exchange information so that limited resources at our disposal are effectively utilized".

Mr Jamiruddin Sircar, Minister for Education, said Bangladesh's current annual development plan had allocated 20 per cent of the budget to human resource development compared to 11 per cent in the previous year. Education's share had increased to 14.2 per cent from 10.43 per cent in 1990-91, with primary and mass education accounting for 50 per cent.

"The progress towards EFA goals must be accelerated with both national and international resources if we are not to fall farther behind in the struggle to narrow the rich-poor chasm in the global society."

James P. Grant, Executive Director of UNICEF

"This is an ample indication of a very strong commitment of the government to education, particularly to basic education", he said. "I urge upon all the potential bilateral and multi-lateral donors to provide needed support for achieving our targets. If we fail to do so, we shall be failing in our duties to usher in a new century of peace and happiness".

Vice-Premier Li Lanqing professed his country "ready to make use of and learn from the experiences of other countries; we also understand that international assistance is indispensable in our endeavour". His country had already benefited from co-operating with UN agencies and the World Bank. China intended, he said, to increase education's share of the GNP to 4 per cent by the year 2000. This would be augmented by charges on local communities and voluntary donations.

"Nigeria realizes that without adequate financial allocation the most beautiful educational plans stand the risk of going awry", said Dr Iyorchia Ayu, Minister of Education and Youth Development. But he said his country had committed itself to spending 2 per cent of GNP

on basic education for the next eight years. In addition, an education fund had been set up into which all companies registered in Nigeria were required to pay 2 per cent of their pre-tax profits. Forty per cent of the fund would go towards primary and 20 per cent to secondary education.

"With all the structures in place and given political stability, will and commitment, Nigeria should be able, with the co-operation of donor agencies, to approach the goal of basic education for all by the target date".

The theme of political will was echoed by India's Prime Minister who said that while education was clubbed with social services in the initial stages of planning it had received mainly expressions of good intentions "along with cut-prone inadequate funds". The situation had improved of late, but "still we are nowhere near where we should be according to our own accepted policy", he said candidly.

Outlays on education would also depend on the pace at which programmes like power, oil and industry, which had taken up the bulk of the government's budgetary support so far, were taken over by other forms of non-governmental investment. However, he felt confident that, given India's determination, the country could reach the 6 per cent of GNP target of total investment in education on entering the 21st Century.

Mr James P. Grant, Executive Director of UNICEF, struck a campaigning note in his speech, taking a cue from the "dramatic success your countries have achieved and the process followed in universal child immunization".

"Investment in basic education represents, among the priorities of a nation, the most solid alternative towards the full development of citizenship. This is a paramount condition to set a more humane and dignified international horizon."

Murilio de Avellar Hingel,
Minister of Education and Sports, Brazil

He proposed three measures :

* The president or prime minister should review progress twice a year with state or provincial governments, as regards the proportion of entry-age children actually enrolled in and regularly attending school or a non-formal programme: the decline or otherwise in the drop-out of primary-school children, especially girls: an assessment of actual learning achievement based on sampling.

* Simple sampling instruments should be developed in each country by the end of 1994 to find out to what extent children acquire basic knowledge and skills they need throughout primary school, with assessments to be applied on samples of those completing primary education.

* The administrative heads of provinces, districts and local governments should take the same measures in their respective areas.

"These steps for public accountability and social mobilization may make the difference between success and failure", warned Mr Grant. "I do not underestimate the enormity of the task you have, the efforts you are making and the obstacles that the international environment places in your path for national development. I am also keenly conscious of the obligations of the wealthier countries of the world... I do, however, want to stress that progress towards EFA goals must be accelerated with both national and international resources if we are not to fall further behind in the struggle to narrow the rich-poor chasm in the global society".

"We will rally all sectors of our society towards education for all..."

The concept of "Mobilization" which describes efforts to galvanize and motivate a country's population into action for their own and the common good was exemplified by Mr Javier Barros Valero, Deputy-Secretary of Public Education.

In Mexico, he said, there was an awareness among fellow citizens of a predominant transformation in the mentality of society: a renewed optimism to raise the standard of living, and a belief that education had played a decisive role in bringing about this change.

The great divide separating men and women in different parts of the planet was essentially education. The wealth of a country depended on the capacity and training of its people as much as on natural resources: "We can see poverty in countries and regions of great natural wealth", he said. World competition could exacerbate these inequalities by the end of the century unless education was taken more seriously.

Pakistan's representative, Ms Wazir Ali, was equally aware of the fact that education accelerated socio-economic development; but how were the nine to achieve this? "I believe that to provide meaningful education to the masses, education has to be a mass movement. It has to be indigenous, it has to be responsive to needs and it has to be designed, planned and managed by the people themselves."

"I believe that to provide meaningful education to the masses, education has to be a mass movement. It has to be indigenous, it has to be responsive to needs and it has to be designed, planned and managed by the people themselves."

Shahnaz Wazir Ali, Special Assistant to the Prime Minister of Pakistan

She continued: "We see the people of Pakistan as our richest resource and we have based our programmes on the total participation of our people in every sphere of our national activity".

India looked to the success of its mass literacy campaign as an indication of "massive social mobilization: the grand alliance of the government, non-governmental organizations, volunteers and learners, the confluence of folk culture, communication and education, and the linkage between other developmental issues", explained the Prime Minister.

The country had become increasingly aware that education was not a "unilinear catalyst" only endowing societies with vocational and employment capacity, "but it is a multi-dimensional instrument for improving the quality of life in every section of society".

Like the Mexican Minister, Mr Sircar, Bangladesh's Education Minister, noted a greater awareness among his people today of the need for education. In the light of this, the government would be making increased efforts for social mobilization to attract public support for basic education from local community and school management committees.

Brazil's Minister acknowledged that the government could not provide a solution to all the social problems of its vast country, although it was making great efforts. So federal education officials were trying to stimulate local municipalities and private concerns to achieve education for all as envisaged by the ten-year plan.

"Education for all implies education by all", according to Mr Federico Mayor, Director-General of UNESCO. It called for the widest possible partnership, not only at national, but at international level. The United Nations was demonstrating its full commitment to this undertaking, he said. The international community, notably through the UN system, was playing an important strategic role in efforts to achieve EFA.

"Yet it has to be said that it is not doing enough. I have stressed your special responsibility to the world community as leaders of the most populous nations. The time has now come to proclaim -loudly and clearly- the reciprocal responsibility of the world community and its leaders to your countries... The problems you are striving to overcome - including massive inequalities that are an affront to human conscience- constitute not only national but global threats. It is in the vital interest of all nations that solutions to them be found".

Closing Remarks

And Vote Of Thanks

By **Shri P. V. Narasimha Rao,**
Prime Minister of India,
at the concluding session of the Summit

Your Excellencies, Ladies and Gentlemen,

It is with great satisfaction that I am now standing before you. We, the representatives of nine high population countries and three UN organizations have just signed a historic document which heralds a new dawn - a dawn of hope and resurrection. The Delhi Declaration is a re-affirmation of our faith and commitment to achieve Education for All. We have also agreed upon a Framework of Action which contains the detailed strategies for making the world fully literate within the next few years.

What is now required is action - action not only by governments but by all together - the NGOs, the community at large and all people. Dedicated work alone will make the dream come true. We, in India, have already proved through our Total Literacy Campaigns in many parts of our country how community mobilization can create a wave of literacy. It is no more a question of lighting a candle here and there; it is a total electrification. The whole world has to glow with the light of literacy. For that concerted action is required and the Declaration we have signed is the signal to that action.

Education for All is not a mere question of literacy. It is an empowerment of people. What is it that we are seeking? We are striving to achieve a world in which peace and harmony reign, a world free of poverty and malnutrition. Education is the path that leads to that world. But what is to be borne in mind is that life is one and the world is one, and all questions are interlinked. Illiteracy, poverty, disease, population explosion, strifes are all part of a vicious circle. Each is important and urgent but dealing with them one by one is a wasting of time and effort. We have to take a holistic approach. Our education-for-all strategy encompasses all these aspects.

What is now required is loosening that mental block which holds us back from giving our all to this great endeavour. The Upanishads say: Avijnaatam vijaanataam, vijnaatam avijaanataam, that is, Seek to learn the unknown, and unlearn what is assumed. This points to the need that in considering educational questions, we must prepare to disengage ourselves from mental luggage, from prejudices and pet solutions. Then we will find that what appeared an impossible dream is an achievable target.

And this move towards EFA cannot be just one upsurge but a continuous search into cause and effect and an enduring effort to match dream with reality. As the caravan moves, new problems may arise, new crises may crop up. We may have to alter our strategies; we may even have to devise new strategies. This Summit has paved the way to tackle these imponderables collectively.

Your Excellencies, I thank you for honouring us by your presence in our country and joining us in giving out this call for Education for All; it is no more Education for All only, it is All for Education too.

Let me conclude this historic Summit with a verse from the Bhagvat Gita:

Nahi jnanena sadrsam pavitramiha vidyate
Tatsvayam yogasamsiddhah kalenatmani vindati (IV:38)

The verse means: There is nothing more ennobling than knowledge in this world and a person gathers it throughout his life; and not only in one life, but in life after life and it is only ultimately that he is completely enlightened.

"Our philosophy for the 1990s should be the three E's: Education, Empowerment, Equity. Our motto should be: Education for All and All for Education; Our strategy: More schools - not more arms; Our real goal should be an educated, technically skilled, empowered generation of women and men for the 21st century."

***Nafis Sadik**, Executive Director, UNFPA*

In her vote of thanks on behalf of the three sponsoring agencies, UNESCO, UNICEF and UNFPA, Dr Nafis Sadik said the Conference was a "truly historic event and a defining moment in the future of our nine countries".

"The documents signed here address the most challenging issues of our time: access to education, gender equity, commitment and resource mobilization. The combined actions of government, political leaders, NGOs, academics, community, media and all others is essential. We hope that each of your countries will organize a special presentation of the Declaration to mobilize public support for EFA. Our philosophy for the 1990s should be the three E's: Education, Empowerment, Equity. Our motto should be: Education for All and All for Education; Our strategy: More schools - not more arms; Our real goal should be an educated, technically skilled, empowered generation of women and men for the 21st century".

Framework for Action

EFA Summit of Nine High-Population Developing Countries

This framework for EFA Action is intended to assist countries in implementing the Delhi Declaration adopted by the Education for All Summit of Nine High-Population Developing Countries. It identifies major issues confronted by populous countries, suggests priorities and strategies for national action plans on the basis of the action pledges of the Delhi Declaration, and indicates possible areas of co-operation among countries.

❶ Key EFA Issues

The nine countries vary considerably in the extent to which they are able to provide education to all their people. Several of the countries are close to placing opportunities for basic education, especially primary education, within reach of the whole population; others are still far from this goal. In spite of the diversity among these countries, there emerge a few key opportunities, challenges and issues which these countries have resolved to address:

Access to basic education - primary and adult education: Two critical indicators for determining the access of children to basic education are the net (age-specific) primary enrolment ratio and the primary education completion rate. Using these measures as criteria, at least six of the nine countries are still at a considerable distance from the goal of universal primary education (UPE). For adolescents and adults, the critical indicator is the rate of illiteracy, which remains high in most countries. Hence, achieving basic education for all calls for a dual approach. On the one hand, vigorous measures must be taken to expand primary education and improve the holding power of the school in order to prevent illiteracy in the future. On the other hand, well targeted functional literacy and adult education programmes are required to serve adolescents and adults who have missed out on school. There is much to recommend ongoing initiatives of mobilization at the village level and democratization in some countries to expand such access.

Disparity of access:

The greatest source of disparity is gender. This is a major problem in at least six of the nine countries where enrolment of girls lags ten to thirty percentage points behind enrolment of boys. A similar pattern of gender disparity is evident in adult literacy rates. Other factors contributing to disparity, such as geographic remoteness, cultural diversity, and special disadvantages, such as those of working children and of those with special learning needs, likewise need to be addressed. Already innovative programmes and judicious use of distance education projects in several countries have started to prove their potential in this regard.

Quality of education and learning achievement:

Children who complete the primary cycle do not always master essential learning and life skills. The World Conference on Education for All, it will be recalled, proposed that progress towards basic education for all be measured in terms of both access and achievement. Numerous factors influence what and how much is learned in school. Mastery of life skills (as defined for each socio-economic context), for example, is impaired when curricula are developed rigidly at the centre or when they are designed mainly to prepare children for the next level of education, to which many will not proceed, rather than to face the challenges of everyday life. Quality of education and even retention are obviously affected by the availability of essential inputs: teachers with the necessary training and skills, learning materials of interest and quality, and adequate buildings and equipment.

Resources:

Factors determine the resources available for basic education. At the central level, key factors include the share of basic education within the total education budget and the share of the latter within the total government budget. Other factors are the contributions made at regional and local levels by governments, communities, non-governmental organizations, and the beneficiaries themselves, as well as the efficient use of resources. International assistance normally provides a small, if catalytic, contribution to overall basic education budgets. Various experiences demonstrate the possibility of better use of existing resources and greater efficiency of existing programmes. All countries, however, recognize that existing resources are inadequate to provide essential inputs in the quantity and of the quality required, and that ways of mobilizing additional resources must be found.

Involving society in organization and management:
All nine countries are faced with the challenge of managing large-scale EFA endeavours and involving all sectors of society. Decentralization and devolution of authority, in various forms, are the responses that have been adopted. Nonetheless, numerous operational issues remain: (a) how authority and responsibility are to be divided among the central government, states and provinces, districts and communities, (b) how to choose the optimum modalities for mobilizing resources at these different levels and from other sources, (c) how the different levels of government, the private sector, non-governmental organizations (NGOs), communities, families and learners can be forged into a grand alliance for education for all.

❷ Guidelines for Action in Basic Education

On the basis of the Delhi Declaration on Education for All in the Nine High-Population Countries, and in support of the six specific pledges contained therein, the following guidelines for action are intended to assist and guide the countries in formulating specific implementation strategies:

A. *Ensuring basic education for every child*

Ensuring quality primary education for all children provides a solid foundation for improving the quality of a nation's human resources. With a majority of children still without benefit of a complete primary education in five of the nine countries, and problems of quality and equity evident in all countries, primary education must, therefore, remain the top priority. Efforts should be expended to ensure that children complete the additional years of basic education.

If all children are to be offered the chance for a full primary education of acceptable quality, two sets of action are necessary:

(a) First, every effort will have to be made to ensure that existing infrastructure and schools are used efficiently and effectively. Measures which have proven effective in many countries include:

- giving greater authority to communities and parents and making the school more accountable to the community for its performance;

- developing and applying clear performance criteria for head-teachers and teachers and supporting them to improve their capability and skills to exercise authority and responsibility;

- reaching agreements between the communities and school authorities concerning school requirements and educational standards;

- providing for the production and distribution of textbooks and other essential learning materials which are proven to be pedagogically effective;

- introducing small multi-grade schools in sparsely populated areas in order to reduce the distances children have to travel to reach the nearest school;

- offering initial instruction in the mother tongue where bi-lingual instruction is necessary.

(b) Secondly, it has to be recognized that, in many situations, children cannot be adequately served through more efficient and effective use of existing structures and institutions alone. In certain cases, this is because conventional schools simply cannot be expanded fast enough to accommodate all children. In other cases, those of working and street children for example, the methods, approaches and time-table of the conventional school are unsuited to the pupils concerned. There are also situations where it is difficult to assign teachers and operate conventional schools. In these circumstances, flexible non-formal programmes are required. Essential features of successful non-formal programmes include:

- use of para-teachers from the community;

- flexible annual calendars and daily hours;

- active community and parental involvement;

- a simplified curriculum focused on essential learning and life skills identified by the community;

- use of local languages in initial instruction whenever possible;

- NGO-community partnerships;

- provision for essential learning materials; and
- use of existing facilities to keep capital cost at a minimum.

Successful creative alternative programmes tend to be in small units (serving a particular group or community catchment area), low cost (offering no frills but ensuring the availability of essential learning materials), and closely related to the cultures and life styles of the communities they serve. Where such successful examples exist, they should be studied, replicated, and carefully scaled up for national impact, while maintaining quality. The need for a diversity of programmes tailored to particular situations and circumstances has to be recognized and acted upon.

The obstacles to the implementation of existing legislation for universal education have to be examined and conditions created for effective implementation. But beyond that, public opinion has to be informed and governments, non-governmental organizations, communities, families and learners mobilized to advance the cause of education for all.

B. *Supporting Education Programmes for Youth and Adults*

Investments in primary education and literacy are not competing alternatives; they are complementary means for constructing a literate and educated society. In situations of scarce resources, there is, however, a need to focus such programmes carefully in order to achieve maximum impact. Countries with success in adult education and literacy programmes have drawn certain lessons from their experience:

- In general, unschooled adolescents and young adults, with long lives before them, are likely to be the most motivated candidates for literacy programmes.
- Just as in the case of primary education, the content of literacy programmes should include knowledge and skills required to cope with the everyday demands of living, including reasoning and making choices that have a bearing on learners' health and well-being.
- Young parents, especially mothers, are another important and highly motivated clientele for literacy programmes. They are usually eager to learn how to better care for their children, including how to assist them to succeed in school.

Literacy is best achieved in a society where both children and adults value and use literacy in everyday life. Therefore, basic education and literacy programmes for youth and adults - if properly designed and implemented - can be an essential and effective part of a strategy for achieving universal primary education, not a threatening drain on scarce resources. Just as primary education is an investment for the future, literacy and post-literacy programmes represent an investment for the present, as well as for the future.

C. *Eliminating disparities of access and equity*

Gender disparity:

Girls and women enjoy less than an equal opportunity to participate in basic education in most countries and in parts of all of them. Urgent action is needed to remedy this problem:

- Policies and programmes for universal primary education and adult literacy have to give special attention to removing gender disparity.

- The many successful efforts aimed at promoting gender equality need to be examined and the lessons drawn from them incorporated into national policies and programmes.

- A special effort needs to be made to enrol adolescent girls in primary education and literacy programmes.

Equity alone would require such action. But the reasons for doing so go far beyond that: educated women have expanded choices to develop their potential and participate more actively and successfully in all aspects of society, thereby improving the welfare of their families, and are more likely to send their children to school and keep them there. Instruction of women and girls is also the investment in education that normally yields the highest return. Thus, overcoming gender disparity is a development imperative.

Reaching other marginalized groups:

As noted above, experience demonstrates that those groups traditionally left outside the school system -e.g. street and working children, remote or nomadic populations, linguistic, ethnic or cultural minorities, and other disadvantaged areas and groups- are unlikely to be reached by the simple expansion of the system. Such groups cannot easily adapt

their lives to the schedule and requirements schools impose. The need to reach excluded groups and serve their learning needs through creative alternative approaches, some of which are cited above, need to be accorded increased priority.

Potential of communication technologies:

Large populations and vast geographical expanses present special needs, opportunities and challenges for using the power of communication technology and mass media in education. Many of the nine countries have recognized the potential of the mass media and have harnessed it to distance education programmes, such as open universities and correspondence courses. Educational radio stations and television channels have been developed, some using satellite transmissions. However, the full educational potential of available technologies remains to be exploited. These range from the print and electronic media to interactive computer-based communication, audio and visual recording and an exploding agenda of still newer possibilities. The large and populous countries have both reasons and resources to play a leading role in these developments.

D. *Improving the quality and relevance of education*

Learning content:

The curricula and content of primary schooling and other forms of basic education need to be critically reviewed to ensure that they include the knowledge and skills learners need to acquire to cope with demands of daily life.

What are these required skills and content? They would certainly include the following: reasoning, problem solving, assessing and using information, making choices and weighing ethical questions. Health, population and environmental issues provide many appropriate possibilities for the development of these skills. In addition, basic education should lead to a solid mastery of the 3Rs and knowledge of a sparingly selected package of practical information and life skills. These would provide the basis to prepare learners to pursue their education, either at the secondary level or on their own. As the World Declaration on Education for All noted, basic education should not be conceived as an end in itself, but as a foundation for life-long learning.

Cultural relevance:

Basic education should be designed not only to provide essential learning content, but also to develop a critical consciousness of an individual's

particular cultural and social context, but, at the same time, care should be taken to ensure that it does not lead to the alienation of learners from their roots: their families, communities and environment.

Language of instruction:

Where the language of instruction is other than the mother tongue of the learner, it is likely that initial learning will be slower and achievement lower. For this reason, educators have long advocated the benefits of offering, wherever possible, initial instruction in the mother tongue, even if it may in some cases be necessary for the students to subsequently master a national language or other language of wider usage if they are to participate effectively in the broader society of which they are a part.

Teacher's performance and role:

The role of the teacher is central in basic education. Nearly all issues, whether related to goals, learning achievement, organization of programmes or performance of the education system, involve an analysis of the role of teachers: their behaviour, performance, remuneration, incentives, skills and how they are used by the system. In particular, the traditional teacher recruitment and preparation model has to be re-examined in the light of the central goal of basic education, teaching essential learning and life skills. Senior teachers and head-masters should be professionally and intellectually capable of providing leadership to the community as well as support to less experienced personnel and less qualified para-teachers. Together with a concern for teachers' status and rights, there must be a balancing concern for teachers' accountability and responsibility as a dimension of his or her key role.

Early childhood development:

The World Declaration on Education for All urged countries to expand "early childhood care and development activities, including family and community interventions, especially for poor, disadvantaged and disabled children". The critical issue which arises, especially in countries where the majority of children fail to complete the primary cycle, is the relative priority to be accorded to early childhood education:

- In general, it would appear wise to avoid a rapid expansion of government investment in institutionalized pre-school programmes that normally serve only a privileged minority of students.

- Nonetheless, large numbers, perhaps a majority, of children in developing countries suffer various forms of disadvantage and would enormously benefit from better nutrition and health care and more intellectual stimulation and emotional support.

- The first years of a child's life, both inside and outside of the womb, are the most critical in the development process. Failure to respond to the nutritional or health needs of the young child may cause neurological damage that could render future efforts at education and development futile. Countries recognize this need, and successful modest low-cost programmes in these countries need to be rapidly expanded.

- The challenge is to provide affordable quality programmes of early childhood care and development, often community-based or NGO-based, and linked with health care, nutrition and other community services, as part of a convergent and integrated total EFA approach to meeting the needs of the young child. Empowering parents and family members with knowledge and skills to understand and serve the development needs of children has to be a key element of this integrated approach.

The care, development and education of the young child is an essential pillar of the Jomtien initiative as well as a recognized element in the educational strategies of all nine countries.

Assessment and monitoring of learning:

The World Conference on Education for All emphasized meeting learning needs, not merely enrolment or time spent in schools or other educational programmes. It, therefore, becomes essential in measuring progress towards basic education to define areas and levels of achievement and to develop simple and widely applicable methods and instruments for assessing learning in these areas, such as the periodic use of sampling instruments.

Educational management information system:

This is needed for monitoring basic education: i.e. for ensuring that steady progress is being made and, where needed, remedial measures taken. Such a system needs to be simple and robust, and useful to draw out conclusions about progress and problems. A few indicators should be selected and information systematically collected on them at all levels from the community to the national. Such indicators could include the

proportion of entry-age children actually attending a school or equivalent programme, and the proportion of primary age children actually completing a primary education and the rate by which drop-out is decreasing, especially of girls. The process should be public, with partners at all levels participating in the analysis and interpretation of findings, thus also keeping public interest in progress alive.

Even the most essential facts and figures on primary education are often unreliable. Information on net (age-specific) enrolment, for example, is imprecise as is data on drop-out, repetition and completion rates. Measures of achievement are especially deficient. Literacy statistics, particularly on functional literacy, also pose serious problems.

Intermediate goals:

To ensure steady progress towards the targets the countries have set themselves for the year 2000, clearly defined intermediate goals have to be established. Many countries have already established such intermediate goals in their national EFA plans and national development programmes. Such goals should be both ambitious and realistic. They need to be periodically reviewed and adjusted, as required. These intermediate goals, which derive from the objectives set by the World Conference on Education for All and the World Summit for Children and the national action plans designed to implement them, need to focus on:

- expanding early childhood care opportunities, especially for disadvantaged populations;
- improving enrolment and completion rates in primary education in order to move closer to the goal of universal enrolment and completion;
- reducing gender disparities in primary enrolment and completion rates;
- expanding non-formal programmes to serve those that cannot be reached by regular schools;
- reducing drop-out and repetition rates in primary education;
- increasing achievement levels in primary education; and
- expanding well-targeted adult education programmes in order to improve adult literacy rates.

The establishment and achievement of such mid-decade goals would present a positive account of progress towards education for all in various international fora, and would have a powerful impact upon all nations of the world.

E. *According basic education the highest priority*

Experience from the nine countries suggest several lessons about mobilizing and using resources effectively for basic education in the context of a country's human development priorities:

- There is a need for an overall strategy for mobilizing additional resources from both public and private sources to ensure progress towards the basic education goals of each country.

- But there is an equally urgent need to use existing resources more effectively. Wastage results from many factors: inability to provide all essential inputs in a timely manner, weak management and unbalanced allocation of resources. Activities are underway in many countries to strengthen education management systems and improve efficiency through approaches and techniques such as participatory management, application of performance criteria and rigorous accountability.

- The pattern of financing education is specific to each country. It is determined by the availability of public revenues, administrative structures and practices, historic precedents and norms and the political acceptability of introducing change. In general, however, a strong argument could be made for reallocating and restructuring national and local resources and future governmental budgets and allocating additional resources to basic education, and creating the conditions for mobilizing greater resources for basic education from diverse sources and using them more effectively. One of these conditions is greater control of the use of resources at the local level by communities.

International assistance to education has traditionally provided a relatively low percentage of total assistance. This has been true, in particular, for basic education. This is mainly because donors have traditionally shown a preference for large capital-intensive projects.

Basic education, by contrast, involves relatively little investment in infrastructure, but substantial outlays for personnel services and supplies. Recently, however, donors to basic education have started to shift away from capital projects, foreign purchases and expatriate technical assistance in order to lend greater support to meet recurrent and local costs of basic education programmes or to provide policy and strategy support to strengthen the education sector as a whole, especially where the neediest countries and poorest population groups are concerned. They also perceive financial support for basic education as a genuine investment. This shift in external assistance policy and practices needs to be intensified.

F. *Rallying all sectors of society*

Local and community-based planning and management: Decentralization and greater involvement of communities in planning and management of social services are trends in all nine countries. Experiences from countries or areas where progress towards education for all has been most rapid suggest several useful lessons:

- Local area-based planning, management, social mobilization and monitoring mechanisms composed of the local civil administration, educational authorities, community leaders and voluntary organizations - work best when established in geographical areas small enough to ensure convergence and meaningful community participation.

- Such mechanisms have been successful in managing unified basic education systems, consisting of both formal and non-formal programmes, in the locality they serve. The local body, for example, identifies all school-age children and ensures that they are enrolled and retained in primary education. Where such approaches have been introduced, they have been shown to accelerate progress towards UPE.

- All countries have experimented with or introduced various forms of decentralization or community management of schools. These experiences need to be critically examined, the experiences in different countries compared and the necessary political, legislative and administrative measures taken to increase the decision-making and management authority of communities.

Building alliances and national consensus:
To realize the goal of basic education for all, it has to be perceived and presented as a national priority, not just as a task that concerns the Ministry of Education. What is required is a grand education-for-all alliance and a national consensus aimed at creating a learning society:

- This alliance must include all who have a stake in and can contribute to the achievement of basic education for all: the family, community, voluntary organizations, professional groups, employers, the communication media, political parties, co-operatives, universities, religious organizations, the various levels of government and educators and educational authorities.

- The political and government leadership and the educational authorities have to take the lead in creating the conditions for the formation of such an alliance.

- One essential step is to encourage a nationwide discussion on education for all and to create or strengthen local structures of management of basic education in which all can participate and through which they can contribute to promoting education for all in their communities.

- Major points of national agreement need to be embodied in appropriate legislation and in administrative measures setting up participatory structures that institutionalize the contribution of all sectors.

- Continuity of effort and purpose is essential for achieving education for all. Many of the country papers note the shifts in policies, priorities and programmes that have accompanied changes of government or leadership and the loss of direction and momentum this has caused. There is an urgent need for all parties to recognize education for all as an issue of national survival and well-being that must transcend diverse opinions and political positions.

③ Co-operation among the Nine Countries and beyond

The large and populous countries face common problems of planning and managing large-scale systems of basic education in which the sharing of experience can be of advantage to all. All countries have to confront issues such as the division of responsibilities and authority among different

levels of government, the mobilization of resources, identification of affordable ways of reaching disadvantaged populations and the establishment of effective monitoring systems. While it is usually not possible to transplant 'models' from one country to another, the wide range of efforts to address common or similar problems in different countries provides a basis for valuable comparative analyses that can expand options and clarify the consequences of different courses of action.

An Agreement: A Joint Initiative on Distance Education:
The nine countries have agreed to work in collaboration on a distance education initiative, both to enhance training of teachers and other personnel, and to better reach neo-literates and marginalized groups. The initiative will be tailored to the specific needs and traditions of each country, to enhance existing efforts and to make use of new technologies. In turn, relevant international agencies will be ready to support, facilitate, and coordinate such an initiative by undertaking assessment studies, by holding meetings, by capacity building modalities, and by seeking financial sources of support.

A more systematic sharing of experience could thus be beneficial to all countries. Organizing ways and means for such exchanges would represent a valuable outcome of the EFA Summit:

- Existing meetings at which these countries already come together, such as UNESCO General Conferences and other ministerial conferences, could be used as opportunities for the nine high-population countries to get together to share experiences and progress since the Delhi summit.

- Another summit could be convened at the initiative of one of the countries at or before the end of the decade to review progress and set new goals.

- A specific network involving the nine countries could be established, building on and being patterned after existing regional networks already in existence, and benefiting from the initiative, coordination, and active support of UNESCO, UNICEF, UNFPA, and the international community.

- In the context of this network, meetings at ministerial or senior official levels could be organized in the intervening years as appropriate, and in accord with special themes or needs as they arise.

The progress of EFA in the nine countries is, of course, a matter of world-wide concern and interest. Success in these nine countries, all of which play a leadership role in their respective regions, will give fresh impetus to EFA efforts in all countries. Hence, it is important that the experience and lessons of these countries be made known to all nations. The mid-decade reviews of the progress on the World Summit for Children and on the Decade to Combat Illiteracy, the International Conference on Population and Development, to be held in 1994, the International Conference on Women and the World Summit on Social Development, both of which will take place in 1995, will provide excellent opportunities for the nine countries to share their experience and their progress towards their mid-decade goals with the world community.

The initiative of the nine countries and the commitment of their leaders to pursue national EFA goals and promote international co-operation in education provide favourable conditions for appropriate international support and assistance. The central purpose of international co-operation should be to promote national self-reliance by developing endogenous capacities to formulate and carry out effective EFA policies. It is of singular importance that the countries and their international partners engage in a continuing dialogue to clarify priorities, identify problems, detect emerging issues and agree on where and how to direct international assistance in order to achieve the maximum pay-off in promoting self-reliance and sustained progress. Creating the conditions for genuine and effective international co-operation is the joint responsibility of each country and its international partners.

Realizing the aspirations of the Delhi Declaration will herald a dramatic improvement in global education statistics. History will record this achievement as a significant chapter in human progress and international cooperation. The nine countries and the international community together must make sure that this happens.

Detailed Programme

Education for all:
Summit of Nine High-Population Countries

12-16 December 1993,
New Delhi, India

SENIOR OFFICIALS MEETING: 12 DECEMBER 1993

Chairperson: Shri S.V. Giri, Education Secretary, India

10.00-13.00 hrs

1. Introductory remarks from the chair

2. Draft Declaration and Framework for Action

   - Introduction of Draft Declaration by Mr Victor Ordoñez, UNESCO
   - Introduction of Framework for Action by Mr Manzoor Ahmed, UNICEF
   - Discussion and finalization of Draft Declaration and Framework for Action

3. Review of the agenda for the Pre-Summit and Summit

   - Presentation by chief co-ordinator: Dr R.V. Vaidyanatha Ayyar, India
   - Discussion and finalization

4. Summit follow-up

   - Presentation by Mr Victor Ordoñez, UNESCO
   - Discussion and finalization of Summit follow-up

13.00 hrs Lunch

15.00 hrs Meeting of the editorial group on conference reports

PRE-SUMMIT MEETING: 13-15 DECEMBER 1993

09.30-11.00 hrs **Ministerial meeting (closed session)**

- Opening remarks by Shri Arjun Singh, Minister of Human Resource Development, India
- Report by Shri S.V. Giri, Chairperson of the Senior Officials meeting
- Discussion and consideration of:

Draft Declaration
Framework for Action
Summit follow-up programme of activities

11.00-11.30 hrs Break

11.30-13.30 hrs **Consideration of the *Analysis and Synthesis paper* by UNESCO**

Chairperson: Shri Arjun Singh, Minister of Human Resource Development, India

- Opening remarks by Shri Arjun Singh
- Presentation of the paper by Mr John Ryan (UNESCO)
- Comments by Mr Manzoor Ahmed (UNICEF) and Mr Jyoti Shankar Singh (UNFPA)
- Discussion
- Summing up by Mr James P. Grant (UNICEF)

13.30 hrs Lunch

15.30-18.00 hrs **Panel 1: Mobilization, People's Participation and Decentralization for EFA (UNICEF)**

Chairperson: Mr Liu Bin, Vice-Chairman of Education Commission, China

Panelists:

- Mr James P. Grant, Executive Director, UNICEF
- Dr Soedijarto, Director-General for Out-of-School Education, Youth and Sports, Indonesia
- Mr Mahbub-Ul Haq, Special Adviser to the Administrator, UNDP
- Ms Fay Chung, Chief, Education Cluster, UNICEF

14 DECEMBER 1993

9.30-12.00 hrs — **Panel 2: External and Internal Financial Resources for EFA (Govt. of India)**

Chairperson: Shri Arjun Singh, Minister of Human Resource Development, India

Panelists:

- Prof Hussein Kamel Bahaa El-Din, Minister of Education, Egypt
- Dr Arjun Sen Gupta, Member-Secretary, Planning Commission, India
- Mr Wadi Haddad, Senior Adviser, World Bank

12.00-14.00 hrs — Lunch

14.00-16.30 hrs — **Panel 3: Girls and Women's Education, Women's Empowerment and Population Issues (UNFPA)**

Chairperson: Dr Iyorchia Ayu, Minister of Education and Youth Development, Nigeria

Panelists:

- Mr Murilio Avillar Hingel, Minister of Education, Brazil
- Ms Shahnaz Wazir Ali, Special Assistant to the Prime Minister, Pakistan
- Ms Shabana Azmi, Film Personality, India
- Dr Nafis Sadik, Executive Director, UNFPA

16.30-16.40 hrs — Break

16.40-17.10 hrs — Presentation of Comenius Award to Dr Chitra Naik by Director-General, UNESCO

19.00 hrs — Reception by the host government

15 DECEMBER

09.30-12.00 hrs **Panel 4: Education and Society (UNESCO)**

Chairperson: **Mr Javier Barros Valero, Under-Secretary of Higher Education and Scientific Research, Mexico**

Panelists:

- **Ms Gennet Zewide, Minister of Education, Ethiopia**
- **Barrister Jamiruddin Sircar, Minister of Education, Bangladesh**
- **Mr M. Makagiansar, Chairman, Consultative Council on National Education, Indonesia**
- **Mr Federico Mayor, Director-General, UNESCO**

12.30-14.30 hrs Lunch

14.30-5.00 hrs **Special Panel : The District Primary Education Programme: An Onward March (India)**

Chairperson: **Dr A.K. Sharma, Joint Director, NCERT, India**

- **Overview of DPEP:**
  Dr R.V. Vaidyanatha Ayyar, Joint Secretary, Department of Education, Ministry of Human Resource Development, India
- **Comments from the panel:**
  Ms Gennet Zewide, Ethiopia
  Ms Fay Chung, UNICEF
  Mr Victor Ordoñez, UNESCO
  Mr Manzoor Ahmed, UNICEF
  Mr Wadi Haddad, World Bank
  Mr Jyoti Singh, UNFPA
- **Discussion**
- **Summing up: Dr A.K.Sharma**

18.30 hrs Joint Reception by UNESCO, UNFPA and UNICEF

SUMMIT MEETING : 16 DECEMBER 1993

09.30-10.20 hrs	Opening Session Welcome remarks by the Prime Minister of India Report by the Chairperson of the Pre-Summit meeting Message of the UN Secretary General Inauguration by the President of India
10.30-11.00 hrs	Break
11.00-13.00 hrs	Plenary Statements by Heads of Delegations Statements by UNESCO, UNFPA, UNICEF
16.30-17.30 hrs	Informal Session of Heads of Delegations
17.30-18.00 hrs	Adoption of Declaration and Framework for Action Closing remarks by the Prime Minister of India Vote of thanks
18.00-18.20 hrs	Break
18.20-19.00 hrs	Joint Press Conference
19.00 hrs	End of Summit

List of Participants

❶ The Nine Country Delegations

1.1 Bangladesh

H.E. Barrister Jamiruddin Sircar
Minister of Education
(Head of Delegation)

Kazi Rakibuddin Ahmed
Secretary,
Primary & Mass Education Division

H.E. Mr. Farooq Sobhan
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1.2 Brazil

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1.3 China

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1.5 India

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1.8 Nigeria

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1.9 Pakistan

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Mr. Joseph Hart Patrick Carney
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④ Non-Governmental Organizations

Aga Khan Foundation

Dr. Nisar A. Siddiqui
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Director of Book Development of Literacy Division, Japan

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OPEC Fund

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⑤ India: Education Ministers and Secretaries of State Governments

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Shri R.K. Khirmey
Minister of Education, Arunchal Pradesh

Dr. Ram Chandra Purve
Minister of Education
(Primary & Secondary), Patna

Shri E.T. Mohammed Basheer
Minister of Education, Kerala

Shri T.H. Debendra Singh
Minister of Education, Manipur

Shri Prafulla Chandr Ghadei
Minister of School and Mass Literacy, Orissa

Shri Anil Sarkar
Minister of School Education, Tripura

Shri Anisur Rahman
Minister of State of Primary & Secondary
Education, West Bengal

Shri A. Gandhi Raj
Minister of Education Pondicherry

Shri Sahab Singh Verma
Minister of Education, National Capital
Territory of Delhi

Dr. J.S. Sarma
Secretary, Education Department,
Govt. of Andhra Pradesh

Shri A.K. Paitandi
Secretary and DPI (Education),
Govt. of Arunachal Pradesh

Dr. A.R. Basu
Comm.-cum-Secretary,
Govt. of Himachal Pradesh

Shri K.M. Ponnappa
Comm. & Education Secretary,
Govt. of Karnataka

Smt. K.K. Vijaya Kumar
Secretary, General Education Dept.,
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Smt. Kumud Bansal
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